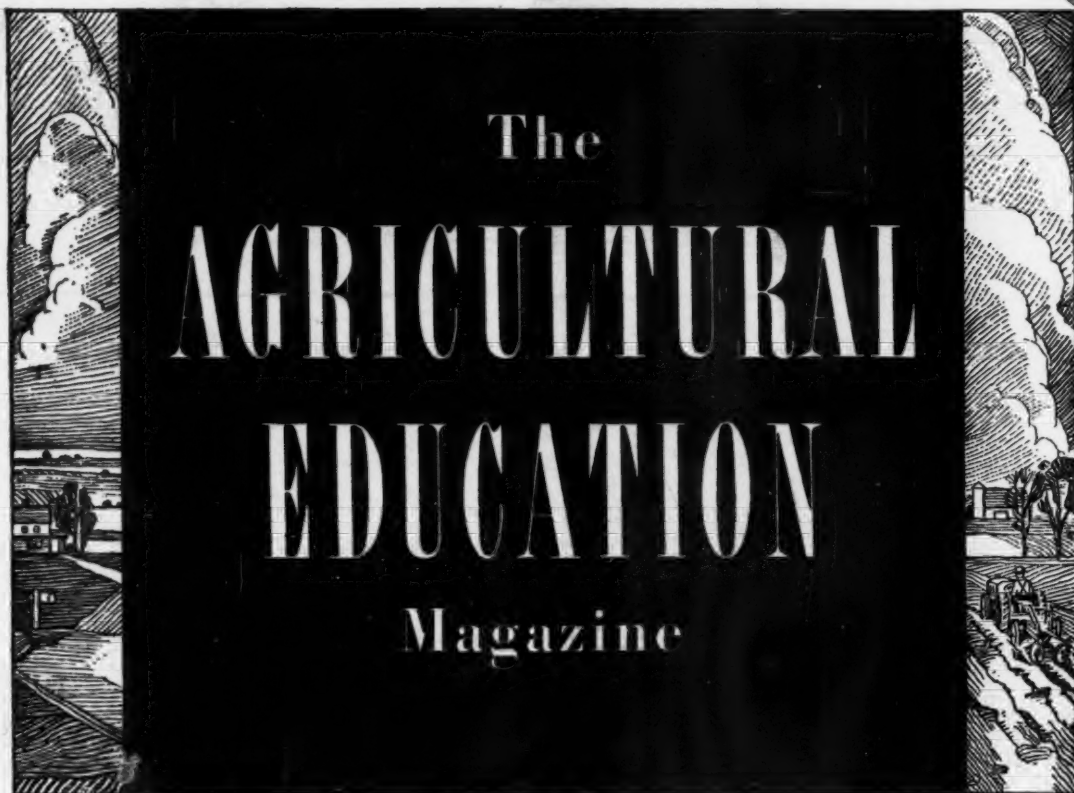


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NO RACE can prosper till it learns that
there is as much dignity in tilling a field
as in writing a poem.

—Booker T. Washington



The Agricultural Education Magazine

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CONTENTS

Supervised Practice Editors—Old and New.	103
Specialist Appointed in U. S. Office.	103
The Significance of Planning. G. F. Ekstrom.	103
Must Farmers Counterattack Labor? H. E. Babcock.	104
A Joint Statement on Evaluation. H. M. Hamlin and Ray Fife.	105
Can Young Men Become Established in Farming and Secure a College Education at the Same Time? G. S. Dowell.	105
Good Roots—the School in the Soil. Paul H. Jones.	106
Local Merchants Help. George West.	107
Book Review. A. P. Davidson.	107
Footprints in His Fields. William C. Pryor.	108
The F.F.A. as an Aid in Improving Supervised Farming Programs. B. L. Bible.	109
Apprentice Training as Related to Establishment in Farming. Walter Rawson.	110
For All the Members of All the Families. Malcolm Seab.	111
A Long-Time Program for All-Day and Out-of-School Youth. H. A. Winner.	111
Using Periodical Literature in Teaching Agriculture. Birch Ober.	112
Borrow Success.	113
Starting F.F.A. Co-operatives. L. E. Cross.	114
An F.F.A. Achievement Program Based on Farming Ability. Owen W. Allen.	115
1941 F.F.A. National Convention.	116
Gold Emblem Winners in the National Chapter Contest.	116
New F.F.A. President.	117
High Teams in Judging.	117
Duane Munter—Star American Farmer, 1941.	118
Convention Highlights.	118

Editorial Comment

Supervised Practice Editor— Old and New



H. H. Gibson



C. L. Angerer

IN A MAGAZINE such as ours the selection and quality of articles appearing in each section is due in large measure to the untiring work of the special editors. As editor on supervised practice Professor H. H. Gibson has made a contribution which has marked a new high from the standpoint of introduction of new ideas, development of philosophies, and standardization of techniques. As head of the department of agricultural education at Oregon State College, he has given of his time even though burdened with duties naturally associated with the development of a program in teacher-education which has become recognized as an outstanding one. Because of pressure of other duties Professor Gibson has asked to be relieved, having served in this capacity for four years.

Mr. C. L. Angerer has accepted appointment as special editor to succeed Mr. Gibson. At present Mr. Angerer is itinerant teacher-trainer located at Oklahoma A. & M. College, Stillwater, Oklahoma. Before coming to Oklahoma Mr. Angerer was assistant supervisor of vocational agriculture in Missouri for 12 years, where he was very active in developing and superintending livestock shows for vocational students. He has been a frequent contributor to our magazine and has written a number of bulletins. Manuscripts on supervised practice should be sent to Mr. Angerer at Stillwater, Oklahoma.

Specialist Appointed in U. S. Office

DR. W. T. Spanton, Chief of the Agricultural Education Service, U. S. Office of Education, Washington, D. C., has announced the appointment of Mr. E. J. Johnson of Colorado as specialist in Agricultural Education. Mr. Johnson succeeds Mr. W. P. Beard, who was recently appointed agent for the western region.

Mr. Johnson was born and reared on a farm in Kansas. During the World War he served in the infantry and veterinary corps, and later was commissioned in the O. R. C. Prior to that time he attended Kansas State College. In 1926 he was the honor graduate of the Colorado State College of Agriculture and Mechanic Arts. Majoring in agricultural education, the M. S. degree was received from this same institution in 1930. Other advanced work was taken at the Colorado State College of Education.

For 12 years Mr. Johnson taught vocational agriculture in Colorado, 11 of them at Fort Morgan where one of the largest departments in the state was located. While at Fort Morgan Mr. Johnson developed the largest adult program of any department in the state.

For nearly three years Mr. Johnson served as Assistant Supervisor of Agricultural Education in Colorado, in charge of part-time and evening schools. For over seven months in 1941 he served as Special Representative for the U. S. Office of Education in six western states in the O. S. Y. Defense-Training Program. His present duties started in August of this year.



E. J. Johnson

The Significance of Planning

NOW THAT the school year is well along, it is fair to inquire how many teachers of vocational agriculture are being guided by definite programs for their departments. Prior to the opening of school, the writer spent a few weeks working with inexperienced teachers, some of whom were quite aware of the situations in which they were working and were projecting forward-looking plans, while others were thinking but little beyond the tasks immediately ahead. Altho it may be assumed that all experienced teachers spend some time in laying out programs, there is much evidence to indicate that their concern over the matter of systematic planning varies considerably.

It seems that the practices in developing departmental programs vary in the different states. At least one state requires inexperienced teachers to spend a few weeks following graduation at the university where they were trained in the organization of plans for the departments to which the incoming teachers were assigned. In a few states the annual conferences are set up on the laboratory basis, with several days devoted to planning of district and local programs. Many of the states employ itinerant teacher-trainers who spend a part of their time helping inexperienced teachers plan their work. Forms are supplied for setting up long-time programs in several states, some of which ask that copies of programs be filed annually while others ask only for long-time programs developed as departments are organized or when changes in the teaching personnel are made.

The purpose of this editorial is not to suggest a detailed procedure for setting up long-time and annual programs but to plead for the cause of systematic planning. It does seem, however, that the first step is that of determining the major objectives for the local program, which may be drawn from various sources insofar as they express the philosophy upon which the school and the agricultural department operate. Such objectives will, for the most part, constitute the long-time program of the department.

The necessity of analyzing the local situation to determine instructional needs also appears logical. In this approach all existing data applicable to the work of the department such as those contained in census releases, materials prepared for planning boards, and farm management reports, should be reviewed. Such information needs to be supplemented by a survey of the social and institutional life of the area and of farming practices followed in the community, together with a study of the needs, interests, and activities of present and prospective class members. In recent months several articles pertaining to the use of general and special advisory committees in helping plan programs have appeared in this magazine. Committees designated to assist with the planning of the departmental programs as such should include such persons as the superintendent of schools, a member of the board of education, a parent, a part-time student, an evening-school member, the president of the F.F.A. chapter, and a representative of the community not directly connected with the school.

The annual objectives and the activities related to them might well constitute the program of the department's work for the year. It should take cognizance of all aspects of the work including courses and farming programs for all-day classes, plans for part-time and evening classes, the instructor's plans for the F.F.A. chapter, community activities, library and equipment, relationships, records and reports, publicity, summer activities, and professional improvement.

Planning in itself is rather meaningless, and even the execution of a well-developed plan may not be most effective unless some attention is devoted to the evaluation of outcomes which in turn may serve as the basis for the reorganization and refinement of existing plans. May it here be said that evaluation is inseparable from planning and that all programs of agricultural education should include provisions for appraising outcomes. Evaluation implies the listing of objectives, the designation of items to be checked, the accumulation of evidences of work done, and the effects of this work upon people.

The form for setting up departmental programs might well be patterned after that used by F.F.A. chapters, which takes into account goals for the various items, ways and means for the realization of the objectives, and a record of accomplishments.

(Continued on page 113)

A. K. GETMAN

Professional

R. W. GREGORY

Must Farmers Counterattack Labor?

DR. H. E. BABCOCK, Chairman, Board of Trustees, Cornell University

THIS IS the way I, as a private citizen and a farmer, look at the situation which is developing between organized labor and organized agriculture. Today, our country is the home of innumerable pressure groups. Most of my life I have been actively associated with one of these groups. I'm not ashamed of the record of organized agriculture in this country but I do think we have made some bad mistakes. In what I shall say here, I hope I shall challenge agriculture to adopt a more patriotic and a more statesmanlike program.

Capital on the March

When these dinners were inaugurated, the pressure group we know as capital was on the march. Capital then had labor and agriculture back on their heels. When it was on the march, capital was ruthless. Force and intrigue were its gods. There is not a single excess committed by organized labor today for which the counterpart cannot be found in the records of the great corporations of this country.

The farmers' answer to capital on the march was to counterattack it. I am proud of the share I have had in agriculture's counterattacks.

By research and education, by organization, by legislation, by co-operative action, farmers forced capital to recognize them. With some grumbling, but with little real show of teeth, capital moved over and made a place for agriculture at the nation's council table.

Soon, doing business with the three million members of eleven thousand farmer-owned and controlled co-operatives in this country became ordinary procedure. To be sure, farmers have not yet secured a square deal from capital in all fields, but by a constructive program of action, they have laid a basis for attaining it by peaceful negotiations.

With labor on the march, the situation is different. Farmers have no experience with organized labor to fall back on. They find themselves irritated by labor's apparent selfishness and unreasonableness. They are confused by a flood of labor legislation they don't understand—legislation which seems to grow more complicated and unfairly one-sided the more they study it. They are beginning to get angry as strikes continue to interfere with their farming operations and, as they believe, to jeopardize this country's safety. Finally, farmers are increasingly aware of the wide spread between industrial wages and farm labor incomes.

In view of the way farmers are beginning to feel about labor's present-day offensive, it seems to me that it is important that we remember how farmers dealt with capital when it was on the march. They took about so much from capital and then they went on the offensive against it.

Farmers Better Organized Today

It is equally important to remember that farmers are better organized today than they were then. They have more confidence in collective action. They have had more experience with it. Their organizations are better financed and better led.

Finally, farmers have learned a lesson which the rank and file of laboring men have not yet learned. They know pretty well how to control their leaders. They had to learn this lesson because, when they were fighting capital, it was standard procedure for capital to buy up their leaders.

Dr. Babcock's article appearing on this page is the text of a major address given before urban and rural leaders at the Barnum dinner at Syracuse, New York, August 27th. He comes to grips so forcefully with many of the vital problems affecting agriculture that our teachers and students of agriculture are certain to have their thinking challenged during these changing times. Dr. Babcock is the key personality responsible for the organization of the G. L. F. exchange, one of the largest and most successful co-operatives in America.—A. K. G.

Today, the leaders of the two great labor organizations tend to work along the same lines. In fact, by supporting the program of one great, national farm organization, a program which was fundamentally wrong in my opinion, to secure subsidies for farmers by legislation, the C.I.O. and the A.F. of L. have pulled the punch of that organization. Its members know this and are beginning to resent it.

To offset their temporary confusion as a result of the first sweep of labor's "panzer divisions," the farmers of this land are slowly becoming aware of their strong strategic position in the present world struggle. Every appeal from Washington for more food production, every price advance in farm products, every "Food Will Win the War" poster makes them more aware of the nation's great need for their services; more sure of their opportunity to perform a great patriotic service and, at the same time, protect their rights as free men.

To anyone who really knows farmers, and I think I do, there seem to be indications in every countryside that at least the staff work which precedes mobilization is under way. If this is so, how may we expect farmers to deal with labor on the march?

What Farmers Will Do in the Emergency

Here are my ideas, for what they are worth, of what they will do. I expect them to rise to the requirements of our national emergency. I expect them to demand that other pressure groups also rise to meet it. It also seems to me that:

(1) Farmers must make their own farms more self-contained. There is every reason to do this. *Today there is not a single job on a farm concerned with the actual production of farm products which pays a farmer or a member of his family as much per hour as they can earn doing their own carpentry, painting, paper-hanging, and even the repairing and rebuilding of their tractors.* Farmers are too thrifty to pass up the high wages which are thus available to them on their own farms in order to produce more food for a third of the return per hour.

(2) Farmers must see to it that rural communities are restocked with small plants for the handling and processing of farm products and farm supplies.

These small plants, located close to the farms they serve, will be agriculture's primary line of defense against the seizure, bombing, or bankruptcy of large plants in large, more remote centers. If it becomes necessary, farmers must take over these community plants and run them themselves. If necessary, they must furnish them with a transportation system made up of their own farm trucks and automobiles.

From what I know of rural economy, if farmers make this move, and begin to operate, either directly or indirectly, more small plants in rural communities under the umbrella of the high taxes, the high wages, and the inflated capitalization of many big city plants, they may find that they have stumbled onto a veritable gold mine.

(3) Thru co-operatives, farmers must increasingly offer their employed labor a share in the savings of their organizations. Labor leaders will fight this because such action on the part of farmers might conceivably, tho not necessarily, cancel out the need for labor organization. If farmers take labor into partnership, however, labor must realize that it must share the hardships of the lean years, as well as the benefits of the good ones just the same as the farmer and the hired man have always shared the ups and downs of the farm.

(4) Because farmers are most emphatically not anti-labor any more than they are anti-capital—your true farmer is both a capitalist and a laborer—farmers, operating thru co-operatives, must deal with labor unions. Just as in the case of their dealings with capital, however, farmers must insist on sitting in on the conditions of the deal.

When farmers employ capital in their co-operatives it is well to remember that they insist on the principle of one man, one vote, regardless of the amount of investment, and on limited interest and dividend returns.

When dealing with unions, farmers may well insist on (a) the right to select the men who work in their plants, (b) cooling-off periods before strikes are called. This is an especially necessary provision to protect not only farmers but the general public when strikes may tie up the handling of perishable and vitally needed foodstuffs. (c) Free contact by farmer-patrons with employees without going thru the insulation of farmer-em-

ployed management or labor union business agents.

(5) Finally, as a last resort, farmers must furnish a disillusioned and disgusted public the backbone necessary to pass legislation to keep labor leaders, on the loose, within reasonable bounds.

Bureaucrats Next

Legislation is put last among the counterattacks which organized farmers may begin any day against organized labor, because that's the way farmers feel about it. The constant intrusion of Government in farmers' affairs, the clumsy handling of control programs, the growing tax burden and the army of Government employees abroad in the land have

pretty well sickened farmers of farming under Government management. They have learned by bitter experience that when their leaders get something from Government, they always pay more for it than it is worth.

Capital has learned this lesson; even John Lewis claims that he drilled a dry hole with his half-million-dollar investment in the Democratic party.

If there seems to be any common rallying philosophy for capital, labor, and

agriculture in this country, it may well be in their adopting a common attitude toward the growth of autocratic power in government.

In self-preservation they may have to some day settle their differences out of court. Some day they may need to turn their common attention to stopping a Government trend which makes free enterprise under a republican form of government impractical—a totalitarian state almost a certainty.

A Joint Statement on Evaluation

NOW that we have disturbed the columns of the *Agricultural Education Magazine* for several months,* it appears that we are in agreement with respect to certain essential issues:

1. Evaluation is one of the most important processes in agricultural education. The improvement of our methods of evaluation should receive the earnest and continuous consideration of our profession.
2. The study which has been conducted by the Committee on Standards was worth while, and its findings may be very valuable to the profession if they are carefully interpreted, and if they are used for the purposes for which the Committee intends to have them used.
3. Evaluation should be closely related to objectives; it should emphasize both outcomes and ways and means.
4. Evaluation should involve both lay and professional participation. The control, and hence the final and ultimate evaluation of school programs, should rest mainly with local communities. Professional people should assist local people in developing devices for evaluation. Professional people also should develop their own devices for professional evaluation. There should be co-ordination rather than conflict between lay and professional evaluations.
5. Any evaluative device should be a part of and a measure of programs of long-time and annual planning. Such planning should involve both lay and professional participation.
6. Present methods of evaluation should be only a part of a long-time program of development in evaluation wherein there is the greatest possible liberty of thought and action. The development of instruments for self-evaluation should be one of the goals of the long-time program.

While we may differ on the details of evaluation and points of emphasis, we are in general agreement on the fundamental principles. We hope that others will be willing to debate in equally frank and friendly fashion some of the pertinent issues in agricultural education which should be brought into the open.—H. M. Hamlin and Ray Fife

*Reference is to the journalistic debate on evaluation in agricultural education. The reader is referred to articles appearing in the May, July, August, and October issues.—Editor

Can Young Men Become Established in Farming and Secure a College Education at the Same Time?

G. S. DOWELL, Teacher, Quail, Texas

IT has been fairly well demonstrated that it is possible for a student of vocational agriculture to become established in farming soon after graduating from high school, or that he can secure a college education. Either is a desirable goal or accomplishment, but there seems to be a tendency among a majority of the boys with the ability and ambition to secure a college education to go into some other kind of work rather than to become farmers. In order to help vocational agriculture students who are college graduates to become established on the farm, it seems necessary to do both at the same time. The question immediately arises: Can a boy establish himself in farming and secure a college education at the same time? A majority of boys who enter college either have their expenses paid by their parents or get part-time jobs and work their way. It is these boys who fail to return to the farm.

We teach boys to have projects not only to get an education but to make money. But we may immediately lose sight of the possibilities of earning the money that they spend on their college education by means of these projects. Instead of a Future Farmer going to college, and living hard while working his way thru, why not make money farming to go to college and pay his way? What better way is there for a farmer to help his son get an education than to give him a gilt, some chickens, a calf, or some land for crop projects and let him have the increase? If there is not land enough in the home farm, why not rent some more?

Making College Expenses

In our part of the country a large part of the farmers are tenants, and there is always a big turnover each year. The result is that there is land to rent every year, and a father and son together, with a little guidance from the teacher of agriculture, can secure more land, sooner or later. Several of the boys in our school are actually operating farms near their homes. Any farm that will produce a living for the ordinary family will pay a



G. S. Dowell

boy's way thru college. In other words, the college expenses of an individual are not more than the living expenses of a family. If a boy can stay at home with no expense to himself most any farm will pay the running expenses, and educate him.

During the depression we found that most jobs around colleges are NYA jobs, and not all boys are eligible for them. These jobs pay only about \$15 a month, and a boy must have more than one job to make expenses. If he works too much of the time he cannot carry a full schedule and will have to spend extra time in college. We also found that most scholarships are granted to students who cannot go to college without them. We have, therefore, been thrown back on our vocational project resources, and in some cases have found that Future Farmers can actually do better making the money farming to pay their own way thru college, as the following cases will show.

Case 1

Pete Dowell, near Quail, enrolled in vocational agriculture during his freshman year. His dad was a salaried man and lived on a small place where he could keep a gilt, some pigs for pork production, or lambs for mutton. So he began his project work with a sow pig and 12 lambs for mutton. His father continued to feed and clothe him and pay his expenses thru high school, tho his father doubted if he could send Pete and his sister to college at the same time. If Pete could make enough on his projects and summer work to pay his own way thru college the family could pay the daughter's expenses, and both would be enabled to go to college at the same time. Pete and the teacher of agriculture believed that it might be done, and went to work. At the end of the second year he had made \$201 and had it all in cash.

An opportunity came to rent 80 acres, which he did. He borrowed enough more money to buy some work stock and make a crop. By the time he graduated from high school he had \$500 in cash and four head of work stock, a few cows, hogs, and sheep all paid for. He had done such a good job farming that it was no trouble for him to secure more land. This he did. He used his \$500 to go to college his first year and his dad took care of his livestock while he was away. He rented a sec-

(Continued on page 113)

A. M. FIELD

Methods

Good Roots— The School in the Soil

PAUL H. JONES, Director, Fordson Horticultural Gardens,
Fordson Public Schools, Dearborn, Michigan

A BOY, a bike, and a basket. A girl, a bike, and a basket. More boys, more girls, more baskets.

"What town is this, John?"

"This is Dearborn, Bill."

"Why all these boys and girls with baskets?"

"Every basket has a series of numbers on it. They must be going to the same place. I think we are close to it."

"Let's drive on around the corner, John. See the long line of children in front of those white buildings. I wonder what they do. What does that sign read?"

"Fordson Horticultural Gardens."

"Say Bill, park your car. Let's visit the place. I took a course in botany and horticulture in college. Anyway, I can remember beta vulgaris. I'd like to see what those kids are doing."

How Garden Education Was Started

There is a story to tell about the opportunities, the pleasures, and the wholesome education those Dearborn children have who attend the Fordson Schools.

Seven years ago the Fordson Board of Education, Dearborn, Michigan, decided to develop opportunities for agricultural education in its schools. Mr. Harvey H. Lowrey, superintendent of schools, and Mr. Paul H. Jones, the supervisor of grounds and instructor in biology, were requested to study the problem and then to recommend the educational approach. Subsequently, the board of education enlisted the cooperation of Mr. Henry Ford by requesting the use of a tract of land accessible to several schools.

The experimental plan used the seventh-grade pupils from two junior high schools and the eleventh- and twelfth-grade students in the Fordson High. The courses, grouped under the general term of garden education, were designed to give training in gardening, horticulture, and the natural sciences.

During the first two years 190 students planted and harvested 15 different vegetable and fruit crops. Since that time many changes have been made in the garden design, the number of crops have been increased and diversified, and garden plots have been reduced in size. A house of wood was erected the first year. It was equipped to accommodate three classes at the same time.

The 15-acre gardening area of heavy clay loam required the installation of an overhead sprinkling system. The crops harvested indicated that a satisfactory project had been established.

Underlying Philosophy

The first two years were devoted primarily to providing physical equipment

and developing methods of work. The formal instruction given was limited. When the educational problems became evident, a philosophy for the program was formulated and plans were laid to develop classroom instruction. It was necessary to write books and to devise methods of teaching the subject matter.

The philosophy underlying garden education in Dearborn is that:

1. Soils and crops are natural resources.
2. The use of fresh vegetable food is an applied principle of preventive medicine.
3. Gardening and all other agricultural practices are not arts but applied sciences.
4. Gardening can provide a wealth of recreational opportunity.
5. The economic value of the crops produced is secondary to an appreciation of healthful foods and the knowledge of how to produce them.

the schools according to schedule.

The demand for garden education has grown gradually. The work has not been forced upon the children. All students in the seventh grade take gardening as a part of their science work. Those who wish to apply what they have learned in the classroom may enroll in the Horticultural Gardens and continue their education in gardening thru the summer and fall. During 1941 525 garden plots were planted by as many children. Practically all students wish this outdoor experience, but vacation plans reduce the number of participants. If an anticipated vacation will require more than two weeks, a pupil is requested not to apply for a plot.

Summer Instruction

During the summer the gardens operate the same as a school for 10 weeks, or the length of the vacation period. Classes of one and one-half hours each are scheduled for five days of the week. This time is divided between field work and classwork.

The classroom resembles a biological laboratory. It is equipped with ample bulletin-board space, side tables, microscopes, books and other library materials. Here the real business of gardening is laid before the pupil at the time



The study of insects in the field

The experience gained during 1935 and 1936 determined the changes desirable and necessary to make the gardens available to more children. All of the junior high schools in the district were given an opportunity to share in this project. A new greenhouse with two tool rooms, a shop, and a classroom was built. The gardening area was divided into 370 gardens, 20 feet by 60 feet. Busses transported students to and from

when he needs that instruction most. Insects, flowers, fruits, culture of plants, harvesting of crops, and their use as food are studied. An additional series of classes is held in the 14-acre woods. Trees, birds, Indian life, and related subjects are studied. The setting for this open-air education is ideal. It is hard to believe that one can live in a city and at the same time go to school in such a rural atmosphere.

The senior high school and the junior college received many contributions of material for study from the horticultural gardens. The senior high horticulture classes contribute services to the operation of the gardens by fitting the ground, preparing the seeds, and planting an experimental garden. In the 1940 course students were trained to use a tractor to prepare the land. Actual soil analysis, the purchase of chemical materials necessary to keep the ground fertile, and a study of composting are parts of this course.

Advanced Courses

Horticulture, as it is taught in the Fordson High School, is a science subject accredited by the University of Michigan and it is acceptable for college entrance thruout the state. This entire program, which embraces the elementary, junior high, and senior high school, has not been added to the curriculum without consideration of the child. Courses have been designed to bring before the pupils in the early elementary school those things which nature contributes to our daily lives in the form of a food supply and to show how these are benefited or harmed by the presence of birds, insects, weather, and other natural phenomena. The purpose of making this attempt early in the elementary school is to develop a realization of the need for the conservation, preservation, and appreciation of our agricultural and non-agricul-

culture I, II, and III, which come during the eleventh and twelfth grades of the senior high school. The training received is practical for every student and furnishes those who wish to continue in horticulture and general agriculture a broad and scientific knowledge with which to pursue their work.



"Gardening and all other agricultural practices are not arts but applied sciences"

The use of plant products in industry is given considerable attention. The experimental gardens, greenhouse, and laboratory exercises demonstrate the methods of plant production and utility. Students who have been successful in junior-high gardening are helpful in the maintenance of home property. A senior high-school horticulture student is quali-

garden education. Products produced on the soil, unknown to a young generation of urban people, can find no market unless that market is handled by technical agents of industry. Every school should have a garden where the production of the essential food and crop plants can be observed by the students. The task of producing these should be the practical experience of each rural and urban youth. Agriculture by indoctrination has not achieved rural-urban or urban-rural understanding or co-operation to the degree which most benefits our nation. The Fordson Horticultural Gardens and the program in garden education and horticulture which has been developed is an attempt to create a scientific approach to a healthy, mental attitude in today's students. They are tomorrow's citizens whether they will be businessmen, farmers, holders of public office, factory workers, or professional men.

Local Merchants Help

George West, Teacher,
Chappell, Nebraska

THE opportunity for co-operation between local implement dealers and vocational students should be developed. Most local implement dealers are glad to have an instructor bring members from his shop classes into their machine shops for the purpose of helping to set up new machinery.

When the weather warms, and farmers begin their work, these same implement dealers will, in most cases, be glad to have the boys take out these same machines to try them in the field. This may mean a valuable form of advertisement for the dealer, but is also a valuable experience for the boys.

Boys in the writer's classes drove the new tractors, some of them under supervision. This did much to give them a feeling of importance. They feel suddenly a part of farm activities and of importance to the average farm.

Book Review

Poultry Science and Practice, by A. R. Winter & E. M. Funk, published by J. B. Lippincott Company, 739 pp., illustrated. List \$4. The text treats practical, factual information on poultry production. It includes breeding, incubation, brooding, housing, feeding, disease, marketing, and poultry-farm management. A chapter on game-bird production is included. The information included in the 118-page appendix is well selected and will prove especially helpful to teachers and students of the subject of poultry production. The text deserves careful consideration on the part of teachers of vocational agriculture and others interested in the production of poultry.—A.P.D.

The noblest men that live on earth
Are men whose hands are brown with
toil,
Who, backed by no ancestral worth,
Hew down the woods and till the soil,
And win thereby a prouder name
Than follows kings' or warriors' fame.
—Alexander Hamilton



"Gardening is serious business"

tural natural resources. The units of work have been adjusted to the age level, with progression in each unit in succeeding grades. Practical training begins in the sixth grade.

Beyond the planting and care of a vegetable garden the training encourages better care of home property. This beginning in the development of a taste for using plants correctly is extended thru the junior high and senior high school in the science courses that are available. After a student has finished the courses in biology he is eligible to elect Horti-

fied because of his broader training to secure remunerative positions.

Outcomes of Instruction

Garden education is a serious business. Every boy and girl in America should know about the soil. It should be their educational privilege because it is their social heritage. Children in urban America need to understand rural America. The market for rural America is not rural America. The curricula in both urban and rural school districts should include

Supervised Practice

H. H. GIBSON

Footprints in His Fields*

WILLIAM C. PRYOR, Division of Information Service, Washington, D. C.

THE name on the mailbox in front of his Iowa farm is S. F. Emerson, but everybody calls him "Rook." He believed in farm conservation when a lot of his neighbors were still dubious about it.

Even his father-in-law, William Reiger, was doubtful, and insisted to the last on having his fields neat and square and the rows straight and orderly no matter how the land lay. That is the way it was until one day William Reiger's time came, and there was the farm left to his two daughters, and Rook with the job of running it. You might think it was not a very attractive proposition for a man to rent a place from his wife and sister-in-law, but for Rook it was all right, because his wife is in sympathy with his views on conservation farming, and his sister-in-law had no objections.

He went ahead, slowly at first, with his plans. The farm was near but not in the area of the Indian Creek demonstration project, and there was no soil conservation district, districts being new in Iowa. But Rook Emerson was determined to farm the place along conservation lines; he visited the project, read conservation, attended conservation meetings whenever he had a chance. He found that reading, looking, and listening did not lay out contours and build terraces, however, and then it was that he decided on direct action.

Aid of Agriculture Class Sought

His method of attacking the problem was a little unusual. He saw an opportunity not only to improve the farm he was operating but to advance the whole idea of conservation farming in an area where some people were inclined to think it was just "something the boys in Washington had thought up."

He went to the instructor of the vocational agriculture class at the high school at Lisbon, Iowa, and offered his farm to the class as a laboratory for trying out conservation practices. This was "right up the alley" of the "voc-ag boys"—they accepted with enthusiasm. Emerson entered into a five-year agreement with the class, just as tho it were a demonstration project or a district.

The class held five meetings which were given over entirely to discussing the Emerson farm and its conversion to conservation farming. Harold Nilsson, SCS conservationist at the area office in Marion, attended the meetings and co-operated with the instructor in directing study by the class of the farm and its problems. They studied conservation-survey symbols, contour mapping, variations in soil types, types of erosion, crop rotations and supplementary practices, and other fundamentals. Emerson himself attended one of the early meetings to explain the crop and livestock plan

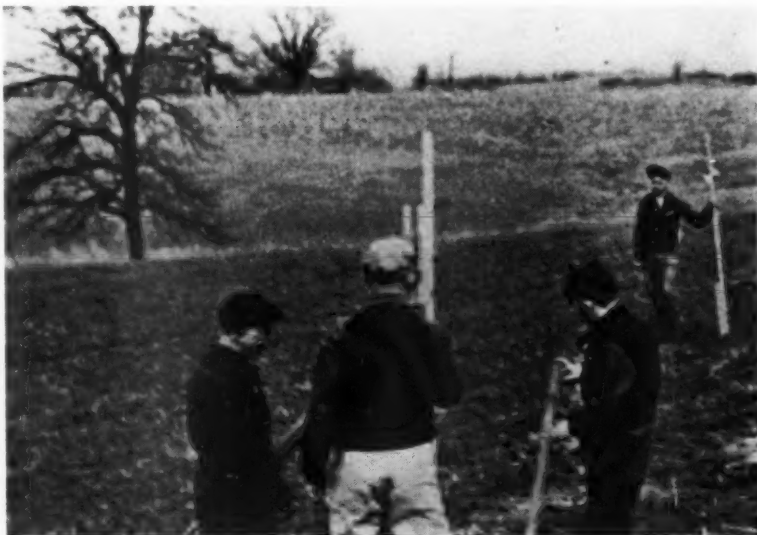
then being followed on the farm and to tell them what he would like to do in the future. He had tried one cornfield on the contour in 1940, with good results, so that he had a rather clear idea of what he wanted.

Basis for Class Study

With the fundamentals taken care of, the boys set to work preparing the farm plan. They studied the soil, balanced the rotations, set up a new pasture plan, and prepared a limestone chart providing for liming specified acreages of pasture and crop land each year. The finished plan included maps showing the results of the soil survey, the proposed land uses, and the limestone requirements.

Rook attended the fifth meeting of the class and, after going over the plan with them, accepted it. Then the boys started field work. Having no funds for surveying equipment, they utilized a small farm level and an ordinary carpenter's level for which they built, in the school workshop, such adjuncts as would make them adequate for the job.

Then with their instructor, Severin Sorenson, and Nilsson advising them,



Sighting contours

they went to the farm and laid out the contours. Afterward they plowed the boundary furrows to indicate the contours. When Emerson began spring plowing this year, he plowed on the contour instead of up and down. He is pleased with the results—pleased, in fact, with the results thus far from every phase of the farm plan.

The boys' plan provided the following: liming six months prior to the seeding of legumes, according to the liming chart; inoculating legume seed; seeding of waterways to a mixture of red clover, alsike, and timothy; and no burning of cornstalks or other crop residues or fence rows, altho such burning still is a popular practice with many Midwestern farmers.

The rotations set up run from three-year rotations of corn, oats-clover-timothy, and clover-timothy, to six-year rotations of corn, corn, oats-alfalfa, and three years of alfalfa on certain fields after the prescribed liming schedule has been carried out. Limestone requirements vary from one to three tons an acre, and according to plan about 19 acres will be limed each year during the life of the five-year agreement.

Outcomes Anticipated Five Years Hence

Under the plan drawn up by the boys, Emerson will find at the end of the five-year period that his corn acreage is about the same, except for annual fluctuations due to the rotations; his oats acreage will be increased slightly; his clover-timothy acreage will be cut from a little more than 30 acres to about 18 acres; and 19 acres of alfalfa will be grown where none grows today.

The land devoted to permanent pasture has been reduced from about 62.5 acres to 51.9 acres, but because of greater

hay production Emerson can increase his dairy herd and, of course, his income from that source. The plan for the pasture area provides for liming, disking, application of superphosphate, and re-seeding with a mixture of sweet clover, red clover, alsike, timothy, and oats.

The results? After all, the plan was not put into effect until this year, but

The F.F.A. as an Aid in Improving Supervised Farming Programs

B. L. BIBLE, Teacher, Bruceton Mills, West Virginia

PAUL McELROY, vocational agriculture student, pushed his chair back from the supper table after a hard day's threshing on the 224-acre farm which he and his younger brother, also an agriculture student, manage—themselves.

"Why, Dad would have sold the farm and we would have gone into the timber business with him if it hadn't



B. L. Bible

been for the Future Farmers of America," he exclaimed. "In fact, we probably wouldn't even have gone to high school."

But the farm wasn't sold. Instead Paul has just been awarded the State Farmer degree at the completion of his third year of vocational agriculture. Already he has earned \$2,534.49.

James Fike was awarded the American Farmer degree in Kansas City in October. He graduated last June—valedictorian of his class. During his four years of vocational agriculture he twice won the state F.F.A. record-book contest for his year and placed second the other two years. He has won a scholarship to West Virginia University.

Recently, James told me this:

"Agriculture without the F.F.A. organization? Oh, I would have taken one or two enterprise projects—not any more than the minimum requirement. And I'm sure I wouldn't be entering the college of agriculture at the university."

The foregoing comments reveal the effect of the F.F.A. organization on supervised farm practice in the local department of vocational agriculture.

Survey Reveals Factors

In a survey of significant factors in the development of a long-time supervised farm practice program (described in the November 1940 issue of the *Agricultural Education Magazine*) the author dis-



Clarence Guthrie, Future Farmer, treats his sheep for parasites

cover that four factors stood out prominently:

1. The teacher's influence
2. The student's own interest in vocational agriculture
3. Co-operation given by his parents
4. Influence of the Future Farmers organization

We interpreted this consensus of 432 students and 52 teachers in this manner:

The vocational agriculture teacher has a big job to do in a community. He must get the boys interested. That is the important thing. Then he must educate the older people, especially the parents, to the possibilities of farming programs.

For this job the F.F.A. offers not only appeal, but also a system tailor-made for advertisement.

Motivating Factors

We find a great deal of power in our county weekly newspapers. We write an average of at least two releases a month. The editor gives front-page space to spot news and runs other material with an F.F.A. emblem and "Bruceton Mills F.F.A. News" heading.



William King, Green Hand, dusts potatoes grown from certified seed

These columns carry stories of supervised farming programs, along with other stories of other chapter activities. The chance for a success story spurs almost every boy to develop his program, and such accounts are widely read in our community.

A two-district fair sponsored by the Future Farmers attracts hundreds of people to town every year. The boys themselves take charge of the exhibiting and produce a program on the eve of the fair.

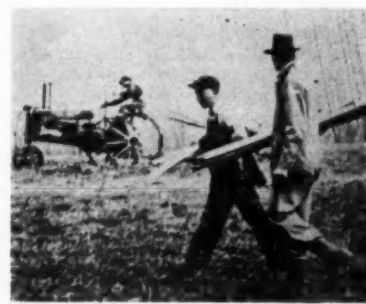
Ribbons bearing the letters F.F.A. are put on winning exhibits which have been placed by vocational agriculture students to distinguish their products.

Banquet Offers Opportunity

The great opportunity of the year to strike a "knock-out punch" for supervised practice and F.F.A. is at the father-and-son banquet, when all the boys and their fathers are together. We show local-subject film strips and motion pictures portraying improved practices, farm skills, and home-improvement projects on the boys' own farms. Boys give talks on their farming programs and F.F.A. activities and enact demonstrations.

At this event the chapter distributes its annual chapter newspaper, the F.F.A. Reporter. In this publication, which the boys mimeograph, appears a record

(Continued on page 117)



Constructing boundary furrows

and-down-hill rows. I myself saw some visible results the day I visited his place with Nilsson and Walter John of the Milwaukee office. The night before it had rained—a "gully washer" if I ever drove thru one—and Rook proudly showed us his strip-cropped sloping fields—there had been hardly any soil washing. On the neighboring hillside fields of another farm, where the rows ran straight, some of the corn had been almost washed out.

Every time there is a big rain, Rook finds footprints of visitors in and around his protected fields. The folks around have been a little doubtful, but just the same they are checking on the results. Rook told us that often farmers drive

along the road and when they think he is not about they stop and study the fields, then drive away quickly if they see him coming.

"I don't know why they don't come right up to the house and talk to me," he said. "I'd be glad to show them all around and talk about it. I'm glad to talk conservation whenever I get a chance."

It looks as though Rook Emerson's idea of letting schoolboys experiment with his farm is paying out as he expected it would. The farm is being improved—there is no doubt about that—and the neighbors are getting the idea—no doubt about that, either. Look at those footprints in the fields, and men looking over the fences.

The "Pay-Off"

As to the real "pay-off," it came when one of Rook's neighbors called Severin Sorenson and asked if the vocational agriculture class would stake a contour line for him to follow in planting corn. Rook is a little amused at this, but he doesn't laugh. It is no more than he had expected. He doesn't mind being a pioneer. He knew what he wanted, and he got it. Now he hopes that all his neighbors will do likewise—get conservation established on their farms. As he remarked, "It is too important to be kept as a secret or to restrict to one farm."

*Reprint of an article appearing in the September, 1941, *Soil Conservation*. It would seem that this splendid example of community service and co-operation with Government agencies should bear emulation.—
Editor

J. B. McCLELLAND

Farmer Classes

O. C. ADERHOLD

Apprentice Training as Related to Establishment in Farming*

WALTER RAWSON, Teacher, Hillside, Michigan

APPRENTICE training in agriculture has lagged as compared with industry, not because it is new, for it is old as agriculture itself. The only way of learning farming thru the ages has been thru employment on a farm with the father, other relative, or neighbor. Agricultural colleges are comparatively recent, while teaching of agriculture in the secondary schools has, in most communities, come in the present generation.

In any community an apprentice-training program has certain definite limitations as to scope and as to possible degree of individual attainment. It is not easy to find young men willing to make the most of their particular agricultural situation. Too many lack a vision of the possibilities in farming. They are unwilling to sacrifice time, energy, and pleasure now for even probable future returns. They must not only believe in the future of farming, but they must also have faith in the apprentice program. It takes real courage for busy farmers to conscientiously sign an agreement for a two-year course that requires a school attendance of three hours per week for a period of nine months, or its equivalent.

Satisfactory employment and rental situations are difficult to find. Employers as well as employees must be sold on the proposition. By lowering our employer standards, we increase the number of apprentices, but lower the degree of individual attainment.

There are many possible outcomes from the introduction of an apprentice program in a community, but this article will be limited to consideration of the way in which apprenticeship training aids in solving the individual's problems, especially those pertaining directly to establishment in farming.

Apprentices Faced With Typical Problems

The young apprentice is faced with most of the same problems with which any young man who wishes to be a farmer is confronted. The program aids in placement and in guidance and counsel. The interest is naturally already there, or the young man would not be enrolled. But he still has to face the all-important financial consideration. Complete establishment in farming means ownership. The long road ahead to final payment on a farm, or even to ownership of full equipment for profitable tenancy weeds out all but the most determined (or optimistic) and limits not only the number



Walter Rawson

interested in an apprentice program but also the number established in farming.

But in spite of these difficulties and limitations we still believe in the program. All who have observed inexperienced men attempt farming realize the great importance of experience. We have seen too many agriculturally trained men fail because of the lack of it. In each of our communities is a graduate of an agricultural college to whom the farmers point as a "book farmer," attributing his failure to what the college did for him, or did not do. We, of course, contend that the college should not be held responsible; that the young man would have failed anyway for various



A conference with S. A. Green (left), employer, and Verne Gaberdiel (center), apprentice

other reasons. One of the reasons may have been his lack of practical training; or lack of the right sort of training under the guidance of one who knows the hard, cold, economic facts that accompany successful farming.

The Farmer Helps With the Teaching

At Hillside we believe in apprentice training in agriculture as set up by The State Board of Control for Vocational Education. The youth is apprenticed to a successful farmer who is willing to give some of his time in teaching and supervising farming skills. The apprentice is exposed to the business side of farming and begins to realize the great importance of it. Coupled with this is classroom instruction, discussion, and work with related subjects. These stimulate and accelerate his learning, with the result that he is able much sooner to assume responsibility, and to go on his own.

We also believe that the apprentice-training method is the best yet devised to assure the success of the young farmer.

To establish young men in farming is not enough. We have too many farmers now who are established, but who are not making a good living. They must continue under the load of hopeless financial obligation or lose all that they have made and invested in the business. We do not need or want any more of that sort. What we do want is men established in profitable farming.

Our high-school courses in agriculture are fine; our farm-practice program emphasizes the necessity of actual farm experience coupled with education. But we graduate the boy and leave him at the most critical period of his life. We leave him as he is attempting to get a start in farming, with little guidance, and usually with no advice except that of a parent. Frequently the young farmer at this age is only mildly susceptible to parental advice. Someone outside the family can often accomplish more.

The Crucial Years

I believe the first two or three years of tenancy to be the most important to the prospective farmer. A failure here means discouragement; the giving up of chosen occupation for one less enjoyable, or an unsuccessful career in some other line. It is at this particular stage that the apprentice-training program offers its greatest possibilities. With the right sort of employer or employers the young man can gradually be worked from the status of a hired hand to that of a full-fledged share or cash tenant. The sudden shifting of management and responsibility is avoided and comes only as the youth is ready for it.

The eligibility age, according to our state plan for apprentice training, is sixteen. It is doubtful if many below twenty are sufficiently settled and mature to become seriously interested in the program. It appears, therefore, that if our schools are to do the most possible for out-of-school farm youths, they will offer part-time classes to the age group of 16-18 and make apprentice training available from then on until they are established as tenants on a sound financial basis. So much for some of the difficulties involved and the apparent possibilities of apprentice training in agriculture as based on our opinion of its needs and our present knowledge of results as obtained from our brief experience with it.

Results at Hillside

What are actual results thus far? Does the apprenticeship program aid in establishing young men in farming? How do apprentices solve the financial program? I believe these questions can best be answered by reviewing the experiences of some of the apprentices.

We will consider the first five to complete the two-year course. Number One enrolled in January following graduation from high school. He was then working for his father by the month. He had saved nearly \$800 from his high-school farm practice program. With this he bought a good team of bred mares and

equipment needed to operate an adjoining farm. So his financial problem was largely solved, before he started farming, by an extensive and profitable farm-practice program.

Number Two was the oldest in the group. He had worked for his father for four years. He was given a small, monthly wage and a share in the calves raised. At the time our program started he owned five cows, two heifers, and a team. He borrowed the additional funds needed to operate a farm, and rented a good farm owned by one of the best farmers in the neighborhood.

Number Three has practically the same history except that he obtained a P. C. A. loan to supplement his savings. He is now buying a farm on a contract.

Number Four was left fatherless during his senior year in high school. He and his mother were struggling with the farm work. A plan was agreed upon by which at the end of two years he was to become owner of the farm equipment and one-half of the productive stock. He obtained a P. C. A. loan which enabled him to purchase a good team and other farm tools needed. He is now married and a one-half-share tenant.

Number Five left school during his sophomore year in high school. He hired out to a well-to-do farmer, working for him six years. During this time he saved \$600. He married his employer's daughter soon after enrolling in our program

and rented one of his farms. He borrowed \$750 of his father-in-law for the purchase of a spray outfit and orchard supplies. This obligation was met at the end of the first year.

Enrollees Becoming Established

The present enrollees are becoming established by much the same routes. Some, however, are working toward partnerships, and a few have been financed by rehabilitation loans. All of these young tenants have made satisfactory labor incomes, and have paid off \$300 or more per year on obligations.

If one can judge from the results in a single community, an apprentice-training program can be made to work. And as we in Hillsdale see the program today in its relation to establishment in farming, it is of value, not because of the large number of individuals affected, but because of the large amount of benefit received by each individual; not because of its being a single important factor in establishment but because it is valuable aid at a time when assistance is most needed, and therefore a most important determining factor for *successful* establishment in *profitable* farming.

*An address delivered at the 21st Annual Summer Conference of Teachers of Vocational Agriculture in Michigan, Allegan, Michigan, July 21, 1941. For additional information on apprentice training in agriculture the reader is referred to an article by Harriett Carr in the September number.

For All the Members of All the Families

MALCOLM SEAB, Teacher,
Bonita, Louisiana

THE McGinty Rural Community Organization was started in the fall of 1940. It started with 15 members at the first meeting. At the most recent meeting, more than 250 were in attendance. These meetings grew out of a plan to stimulate more interest in adult-class work. Last year a successful evening school was conducted by a local teacher, but it reached only a faithful few who were regular attendants. This year, with the help of the advisory council, the key farmers in the community, and the state extension sociologist, plans were drawn for a new-type meeting that would reach everyone in the community.

Plans for a New-Type School

Plans called for a chairman elected from the group of farmers, a co-chairman, a reporter, and a secretary. A committee was to be appointed to set up a list of community needs that a group of this kind could do something about. A committee was to be appointed for each need that the organization agreed to undertake. It was to be an evening school of action and results. It was to take in the farming, the home, the school, the church, the PTA, the farm bureau, and all organizations and people of the community. One group was to be in charge of the entertainment for each meeting which was to last not more than 40 minutes. An educational program would be arranged to last equally as long. The remainder of the meeting would be devoted to reading of minutes, reports of committees, discussions on the work of the committees, and announce-

ments of events to come.

These plans were submitted to the small group, the faithful few who responded to the call for the first meeting. The plans were adopted. Officers were elected. A committee on community needs was appointed. A program for the next meeting was selected. The first Wednesday of each month was selected for a meeting date.

Results

The McGinty school auditorium is hardly large enough to accommodate the crowd. A community cutting bed has been built so that more homes can be landscaped with shrubbery. Seven laurel oaks and \$60 worth of shrubbery have been set out at the school with the help of local farmers and school boys. Many farmers have agreed to feed out young calves for the prime market and to ship co-operatively. Plans for buying a feed-grinding mill and disk co-operatively for job work are under way. Rural electrification is being considered for that part of the community not already supplied. Farmers are supplied latest experiment station results. The Bonita One-Variety Cotton Organization is able to do a better job in the McGinty Community. The community is kept better informed. The work of all organizations in the community is more effective.

The farmers, with the help of those living in near-by communities, are planning to buy a carload of mineral mixture in an effort to save money and stimulate better feeding. The Ladies Home Demonstration Club put on one program to stimulate the fixing up and the making of homes more livable.

This new-type evening school is in its infancy, but judging from its start, many good things are expected to come out of it from which all the members of all the families will benefit.

A Long-Time Program for All-Day and Out-of-School Youth

H. A. Winner, Teacher Education,
Moscow, Idaho

IN THE past a good deal of our instruction in vocational agriculture has emphasized production and marketing with very little consideration given to the financial gain of the boy from his project or to his adoption of farming as his means of livelihood when he is out of school. If we as teachers of vocational agriculture are to justify our teaching in a community, more emphasis must be put on the boy becoming permanently established in farming.

This is not easy to do. Knowing the best farm practices is not sufficient. The boy must have some capital with which to start out—not necessarily a large sum but enough to invest in a few head of sheep, beef, dairy animals, or swine. He should have enough to give him a source of income of his own, if he is associated with his father, or enough to start a farming business alone on a small scale.

How can the instructor aid the boy in earning that capital?

Productive Projects Essential

He can do it first, by directing more attention to a long-time project program for the boy while in the vocational classes, and second, by follow-up work in part-time classes after leaving high school. If we expect boys to enter farming, we must see that they come thru their high-school courses in vocational agriculture with a program which will aid them financially in getting established in farming. Many boys have graduated from high school with four years of training in vocational agriculture, fairly well equipped as to ability and ambitions, and desirous of entering farming as a life work, but with no money with which to get a start. That is the difficulty facing most young men today and one which is a big problem for a teacher carrying on part-time schools. Circumstances will not always permit a boy to build up to this point while in high school, but it should be the aim of every instructor to encourage boys to work out a long-time program with a definite aim and to give them all the assistance necessary in reaching their goal.

If a teacher can show a boy that it will be to his advantage to carry out a long-time program and build up to where he will have stock and equipment after finishing high school to enable him to make a start in farming, he will know that he has accomplished much.

THE destiny, the greatness of America lies around the hearthstone. If thrift and industry abound there and the example of self-sacrifice oft appears, if honor abide there and high ideals, if there the building of fortune be subordinated to the building of character, America will live in security, rejoicing in abundant prosperity and good government at home and in peace, respect, and confidence abroad.—Calvin Coolidge

Studies and Investigations

C. S. ANDERSON

Using Periodical Literature in Teaching Agriculture

BIRCH OBER, Teacher,
Roaring Spring, Pennsylvania



Birch Ober

IS IT possible that the importance of periodical agricultural literature, more commonly referred to as farm papers, is being overlooked by teachers of vocational agriculture generally? Responses recently received from 143 Pennsylvania teachers of vocational agriculture reveal that relatively few of them are assembling, classifying, and using teaching material from this fertile source of practical information.

Values of Farm Papers Listed

The teachers who did report that they made generous use of farm papers in their teaching suggested a number of strong arguments for them. They contended that:

1. Farm papers are generally more simply written than is most agricultural source material, and are thus more likely to be understood by the pupils. Also, good farm papers are now very appropriately illustrated.
2. The pupil's interests are stimulated by discussions in farm papers because they usually deal with actual experiences of farmers and writers.
3. Practical experiences described in farm papers contribute directly to the practices of the home farm and to the project practices of the pupils.
4. Good reading habits are formulated when pupils regularly read and report on the columns of farm papers.
5. Up-to-date, new discoveries in agriculture are brought more quickly to the pupils by means of papers than thru agricultural texts.
6. Farm papers are particularly helpful in teaching agricultural evening classes. The great majority of those who enroll are subscribers to agricultural papers, and many farmers attribute their success to information gained thru reading them.

A few typical questions and answers taken from the questionnaire submitted to the 143 teachers in Pennsylvania will be mentioned here. In answer to the question—"Do you keep farm papers and, if so, how long?" 40 percent of the teachers reported making no regular practice of saving farm papers for as long as one year. Sixty-six percent of the teachers reported filing the papers for use in teaching certain jobs. Fifty-four percent of the teachers indicated that no particular system of filing farm papers is

used. The questionnaire shows that 77 out of the 143 teachers use the farm papers by assigning selected articles to pupils for reading in class.

Putting Farm Papers to Work in a Teaching Plan

The writer has successfully employed the following plan in his school for using farm papers for a number of years.

Source of Material—All material considered helpful for teaching purposes was selected from 25 monthly and bi-monthly agricultural publications (periodicals dealing with problems relating to agriculture) which are saved for two years. For the two-year period, 1939-1940, a total of 584 papers, including 3,142 farm discussion topics, were selected for use from these publications. The type of publications selected were such that collectively they provided adequate discussions relating to the teaching jobs included in the entire annual, agricultural plan of work.

Fourteen of these publications are received free of charge. The remainder (11) represent paid subscriptions and they were selected supplementary to the free subscriptions in an aim to provide a well-rounded collection of discussions closely identified with local agricultural enterprises. Teachers who find the agricultural activities somewhat limited in diversification in their respective communities may serve their purpose satisfactorily with a considerably smaller number of publications.

How the Material Is Organized—The problem of organizing the teaching material from such a voluminous body of farm papers is not easy. Any attempted use of such material in the absence of organization of its content has been found futile for very obvious reasons. Since the aim is to find discussions from this mass of papers appropriately adapted to the present teaching job, these discussions must be readily available. To seek desirable discussions from a jumbled mass of papers would be very time-consuming and discouraging.

The initial step in the organization of the above mentioned 584 papers was to assemble all papers of each publication in separate stacks. Each paper, identified with its proper stack, was then placed in order of date—the current issue placed at the top of its respective stack. Arrangement in this manner enables teacher or pupil to find any desired paper in a minimum of time.

To file the 25 sets of publications, a similar number of pieces of one-quarter by seven inches round iron were ground to a nail point at one end where they were also threaded and screwed into a

two by four inch material that had been fastened to the classroom wall. These pegs were placed sufficiently far apart on the two-by-four inch piece so that each suspended set of papers hung free and did not crowd the neighboring set at either side. A hollow punch was used to place a 5-16" perforation one inch below the top and one inch to the right of the bound edge of each paper. When pegs of this length are used, surplus space is provided, permitting teacher or pupil to shift papers from back to front so that any desired paper identified by its date on the front cover page may be quickly found. All papers to the front of the one sought must, of course, be removed and replaced as before when returning the used paper to its proper position.

Classification of the material then follows. All farm-paper discussions that are selected for teaching use are identified under 20 major headings or divisions, each of which represents a distinct agricultural field or enterprise. Eighteen of these divisions refer to definite, agricultural enterprises. These divisions are broken down into narrower fields or minor divisions which identify distinct activities within the major or minor division. A farm-paper discussion is then listed under the major and minor division corresponding to its subject matter. To complete the plan of organizing the discussions there remains the simple job of indicating the particular paper from which each discussion was selected, and affixing the date of its publication and the page on which the discussion appeared.

On the basis described above, the 3,142 discussions already referred to were selected and classified into a bibliography. To illustrate this method of organization, the discussion on "Milk Production Costs" may be used. Since it deals with factors in the production of milk, it would therefore be placed under the major division "Dairy Husbandry," and under the minor division, "Milk Production."

"Milk Production Costs" *Rural New Yorker*, June 3, 1939, p. 344. Since this discussion also refers to economy in production of milk, it would in like manner be listed under another major division, "Agricultural Economics" and found under the subdivision, "Economy in Production."

How the Farm-Paper Discussions Are Used. Regardless of how well farm-paper discussions may be assembled and classified for use in teaching, it seems evident from the writer's experience that no good purpose can be served if careless, or haphazard methods of use are employed. The writer's method of use is not recommended as superior to all others because it must be recognized that some teachers may adapt themselves to a method differing materially from the one used by another.

As a part of the lesson assignment, farm-paper discussions that deal with subject matter closely related to a lesson, or so-called "job," providing helpful supplements in teaching, are selected from

the bibliography and assigned to pupils for oral report at the succeeding class period.

Most boys accept their assignments with pleasure; and, in numerous instances, request new assignments for a succeeding class report.

Occasionally a discussion is selected for class assignment, expressing views or methods relating to agricultural activities that do not conform to accepted practices. Such an assignment is sometimes included with others dealing with the same subject, but expressing more conventional views. Such a setup is sometimes purposely arranged to provoke class discussion; however, the teacher must direct the discussion in a manner that will promote correct practice.

The writer's "teaching plan" includes specific teaching jobs, listed under each enterprise, together with a source list of farm-paper discussions for each enterprise job. Space will not permit inclusion of the entire teaching plan here, but to illustrate let us use the enterprise—"poultry husbandry." This enterprise, as all others, is subdivided into distinct teaching jobs such as culling, housing, and record keeping.

The teaching job "culling" will suffice to show how selected, farm-paper discussions may be used in its teaching. Referring to the major division, "poultry husbandry," listed alphabetically among the other enterprises in the bibliography, we should expect to find farm-paper discussions relating to "culling" under "Poultry Management," a minor division, also listed alphabetically among the other minor divisions that have been placed under the major heading. The desired discussions are found in this section of the bibliography together with the other necessary information that will enable one to locate any one of them quickly in the assembled papers that have been placed upon the metal pegs in order of date. A few farm-paper discussions that may be used effectively in teaching "Culling" are listed as follows:

- "Chicken Culling" *Hoard's Dairyman*. June 25, 1939. p. 385
- "Culling the Laying Hen" *Rural New Yorker*. Sept. 9, 1939. p. 492
- "Keep Only the Best Pullets" *American Poultry Journal*. Oct. 1939. p. 24
- "Cull Layers of Odd-Shaped Eggs" *American Poultry Journal*. Dec. 1939. p. 42
- "Where to Begin and Where to Stop Culling" *Poultry Tribune*. Feb. 1940. p. 56
- "Selling the Slackers" *American Agriculturist*. Aug. 31, 1940. p. 13
- "House Only the Good Ones" *Poultry Tribune*. Oct. 1940. p. 4

Summary

From the writer's experience, together with data referred to earlier in this article, the following generalizations are made:

- (1) It is likely that a teacher of vocational agriculture may avoid using farm-paper discussions as a teaching aid unless their content is organized to provide quick and convenient access to any discussion suitable for teaching purposes.
- (2) To be most effective in a teaching program of work, farm-paper discussions that feature practices peculiar to local agricultural conditions should be selected and classified for convenient use.
- (3) Effective use of farm-paper discussions for teaching requires care in the selection of those that are closely related to the lesson.
- (4) Assignment of these discussions to pupils for oral, class reports is preferable to any other method of use because it requires study and preparation on the part of the pupil.

(5) Class reports delivered orally by pupils in their own words offer training and practice in expressing thoughts and ideas.

(6) By associating farm-paper discussions with the teaching program, pupils are encouraged to form the habit of reading agricultural publications.

(7) Farm-paper discussions are a powerful factor in stimulating pupil interest, which is necessary if pupils are to gain a clear conception of fundamental principles of agriculture.

Borrow Success

Approximately 80 percent of the students who graduated in the curriculum in agricultural education at the Pennsylvania State College during a 15-year period either borrowed funds or worked for a large portion of their college expenses. Most of them became teachers of agriculture in rural, community high schools of Pennsylvania. According to Doctor C. S. Anderson, who made a study of the pre-employment records and activities of these teachers, other things being equal, a student's chances of becoming a successful teacher of vocational agriculture are greatest if he borrows money with which to go to college, somewhat less if he works his way thru college, and least if he has his college expenses all paid for him.

Doctor Anderson correlated the various ways of meeting college expenses with some of the commonly accepted measures of teacher success—namely, length of teaching experience, salaries, and salary increments and teacher transiency.

The experience of working was not a hardship for men who worked for 50 percent or less of their college expenses. However, for those who worked beyond this point the detrimental effect of the practice was reflected in their college work and later in their teaching.

Doctor Anderson found that students who actually and legally obligated themselves financially in order to gain a college education also received an additional impelling motive to make good in their chosen vocation. This, he believes, accounts in a large measure for the high degree of success of teachers of vocational agriculture who emerged from their college course in debt.

The complete study is reported in Bulletin 333, The School of Agriculture and Experiment Station, State College, Pa.

Planning

(Continued from page 103)

To this form might be added a calendar of the major activities for the year.

Teachers who plan their programs systematically and who attempt to appraise the outcomes of their endeavors will find much satisfaction from a job well done. Likewise, the teachers who provide their school officials with copies of well-planned programs, who carry out their plans to completion, and who check their accomplishments periodically will grow professionally and may even be more secure—if we choose to look upon the matter realistically.—G. F. Ekstrom, Minnesota

College Education

(Continued from page 105)

tion of land more than 550 acres of which is in cultivation. Some dealers sold him a tractor on time, and the local bank loaned him enough money to pay the farm hand and other operating expenses. He now has 135 acres of cotton, 300 acres of grain sorghum, and 70 acres of cane, besides sudan and cowpea pasture for his livestock. He expects to make all payments and have money to pay for his sophomore year in college. He believes that he will be able to pay all his own college expenses and establish himself in farming at the same time. His long-time farming program calls for a tractor, four mares and colts, eight head of registered cows and a registered herd bull, five registered sows, and five hundred laying hens, all paid for when he graduates from college in 1944.

Case 2

Jess Robinson and his brother Cleo enrolled in vocational agriculture, and for a while it seemed that the family could not provide them with opportunity for projects. Finally their father decided that they could have a mare each for a project. Altho he could not give them the mares they might have all the colts they raised while they were in high school. There was a lot of pasture on the home place and the next spring the father provided 10 acres for their feed project. They kept their colts until their senior year when they traded their young work stock for a down payment on a tractor, rented a half section of land, and made an assignment of their conservation checks to the local bank for operating expenses. Cleo did not care to go to college but Jess did, so it was agreed that they would farm together, and Jess would spend his part of the income going to college. They would gradually build up the number of livestock and would dissolve partnership when Jess graduated from college. They have made their payments on the tractor and have added a few cows and hogs to their farming program. Jess has completed his first year in college and they have another good crop this year.

Case 3

Joe Stratton carried hog, lamb, chicken, and feed projects during his high-school career. He always had exceptionally fine produce and attracted the attention of the land owners of the community by showing fine livestock and agricultural products. The year he graduated from high school he rented 80 acres of land adjoining his father's farm. He had money enough for operating expenses that he had made from his projects. He borrowed money to buy a team and some second-hand farm implements, and made enough on his crop to go to college the first year. The income from his 80 acres is supporting him in college and he is actually farming all the time.

From these and other cases it seems apparent that in order for the vocational agriculture teacher to furnish the necessary guidance and assistance he can, and should:

1. Determine what land is for sale or for rent in the community and secure the needed information from:

(Continued on page 118)

Future Farmers of America

L. R. HUMPHERYS

Starting F.F.A. Co-operatives

L. E. CROSS, Adviser, Fortuna Union High School,
Fortuna, California

IN WHAT real, bonafide co-operative action can our local F.F.A. chapters engage? What co-operative projects are worth while undertaking? What motivation is possible to get boys interested in starting co-operative projects? Many of us have heard these and other questions asked by instructors investigating the problems incident to a venture in the field of co-operative activities. One way to solve some of the problems which may come up in connection with chapter co-operatives might be to relate what one chapter is doing along co-operative lines.

Preliminary Work

The Fortuna chapter of California is located in a region where dairying and livestock raising are the main farming activities. During the depression days there was a definite need for some cash crops to supplement the regular farm income. Since there were no cash crops being grown to any extent in the area, the local agricultural instructor, Mr. G. K. Jenner, after due investigation decided that a cultivated crop such as potatoes might fit well into the farming system.

The local F.F.A. members secured some certified potato seed and started into the seed business. At first the seed plots were located quite far apart. Farmers' teams and equipment were difficult to get when needed. However, the venture grew rapidly.

After considering the problems from several angles the chapter formed a potato co-operative and a farm-machinery

grading and co-operative selling. From a small beginning the co-operative has grown until several hundred tons of certified seed potatoes are grown and marketed each year in the various parts of this and other states. By renting all the land in one location it was much easier to do the various operations at the proper time, much easier to see that the fields were properly isolated from other acre-

moved from certification. Another feature which has encouraged the growing of seed in this area has been the fact that bacterial rot has not been found in the local community.

Farm Machinery Co-operative

Along with the potato co-operative venture the farm machinery co-operative was developed as a companion. Since it was difficult to get ordinary farming equipment when needed, and since there was a need for some specialized tools, the group borrowed funds and bought a



Group of Future Farmers grading certified potatoes on a mechanical grader constructed in the class in farm mechanics

ages of commercial potatoes, and, from the instructor's point of view, much easier to supervise the projects.

A large portion of our chapter certified

tractor, disk, plow, harrow, planter, and digger. Each boy who grew potatoes in the co-operative paid a nominal fee for the use of the equipment. Since the original purchase, several new pieces of equipment have been added and much of the first equipment has been replaced with newer and more up-to-date machinery. The rates charged have been lower than members could hope to pay local farmers, yet the co-operative has not only paid for the original investment, but has worked out a system whereby a portion of the earnings is put in reserve to buy new equipment when the old is worn out. Some \$4000 worth of machinery is owned by the co-operative at the present time.

Another co-operative project developed by the Fortuna chapter has been one in poultry brooding. Since there was a limited amount of interest in poultry and not a very great supply of outstanding poultry in this area, it was thought that there was an excellent opportunity to market pullets from high-producing strains. At first the group brooded in a small tool house which was available, but since the project seemed quite timely and profitable it was found that a poultry brooding house was needed. After investigating possibilities, arrangements were made to have a poultry house and machinery-storage shed built by using PWA funds and labor. A poultry unit 30' x 90' was constructed and each year several thousand birds are brooded and disposed of by the poultry co-operative.



Co-operative sheep-dipping vat. State inspector making use of the equipment and boys to dip a flock of sheep that were contaminated with scab

co-operative. The potato co-operative was for the purpose of renting sufficient acreage to plant nearly all the certified seed in one place and to encourage better

seed is now being supplied to local growers who do not certify, but who have an excellent market for their potatoes as seed, since they are only one year re-

An F.F.A. Achievement Program Based on Farming Ability

OWEN W. ALLEN, Adviser, Glendale, Arizona

POSSESSION of property or power alone does not insure one satisfaction; this comes from the achievement of the individual and thru service to fellow-men.

Liberty is a luxury, and continues only where individuals can self-discipline themselves. By this is meant: to work when play or loafing is more enjoyable; to give to the support of a worthy cause even tho it may inconvenience one; to make progress in the face of overwhelming obstacles. Practice makes difficult things easy, not because the nature of the task has changed, or become easier, but because the power to do has increased. Luxury cultivated to excess becomes a vice.

Satisfaction Thru Achievement

Individual achievement is the basis for advancement from rank to rank. Leadership is essential, and assignments made to individuals must be obediently and accurately carried out. Achievement of the individual is the foundation upon which the continued success of the greatest democracy, the United States of America, must depend. Let us not as individuals shirk our responsibility to our country or to ourselves. May we all look back on the past and see a life of achievement which no doubt will give us the greatest satisfaction.

This type of achievement program was adopted by the Glendale Future Farmers to encourage every student of vocational agriculture to make the most progress possible. This will be done by stimulating and vitalizing the work; acting as a guide for more definite goals not too far removed from the present work and interests of the students; acting as a means of measuring their progress; by getting parents and adults to more fully understand the program. This program will be fitted into the supervised practice program of each boy.

Grades of Accomplishment

The *Junior Awards* are elementary in character and are for three purposes:

In recent years the broiler and fryer business has come to be of equal importance to the pullet business; hence, the enterprise has profited on every hand.

Activities Extended to Other Enterprises

By the time these three co-operatives were doing quite well and the chapter members were all quite co-operative-minded, it was suggested that since we produced a considerable number of sheep in this area, and since many of them were just small farm flocks, there was a definite need for a portable sheep-dipping outfit. After some investigation an old truck chassis was secured and a vat was constructed. A co-operative was formed and rates worked out for dipping sheep, for dipping and worming, or for renting the outfit to ranchers in the community. Each year several thousand head

a. Acquainting the student with enterprise fundamentals and exploration.
b. Encouraging students of vocational agriculture to work toward definite goals or standards.

c. Encouraging students to get experience in several enterprises as a stepping-stone to a practical farming program.

The *Senior Awards* are to further encourage the students to increase the scope of major enterprises to a profitable unit or scope.

The *Farmer Awards* are to give recognition to the students who have developed several enterprises into profitable units or scope.

The *Master Farmer Awards* are to give recognition to:

- a. Students who have actually developed their major enterprises on a farming basis.
- b. Associate members who are out of school but are farming for themselves or are in partnership.
- c. Outstanding farm boys who may not achieve State or American Farmer Awards but who have met the requirements for master farmer in the local chapter.

General Plan of Procedure

A list of requirements is set up as a guide for each achievement awarded. Every student will keep an accomplishment record from which the required work will be judged. A board of review composed of boys will pass on all requirements. An "OK" must be secured by the adviser. Home work must be "OK'd" by parents or guardian. An "honor night" will be held several times yearly, when all advancement will be made. Parents are urged to attend these honor meetings. A suitable award or insignia is to be given for each award made. A very definite and complete record of all awards is to be kept on a card index at school. An advisory committee composed of Honorary Future Farmers will make the awards on honor nights. For illustration the dairy enterprise is used and the requirements for each grade of accomplishment are listed.

of sheep are dipped, and the equipment is much in demand by the farmers in the area. This co-operative has been not only an excellent one from the standpoint of the chapter operating it, but it has rendered a real community service which was badly needed.

This past year the chapter has co-operatively rented a small farm which was subleased to various members for projects, and also used as a farm laboratory where boys gained experience in pruning, operating farm machinery, treating seed, and performing many other farm skills.

We feel that co-operatives have a real place in a program for training farmers, and that there are plenty of opportunities for further development of co-operative activities in this chapter even tho there are already several successful co-operatives in operation.

Future Farmer Achievement Awards Junior Dairyman

1. Own at least one dairy calf, heifer, or cow.
2. Have three months record on stock owned.
3. Know all points of a dairy cow.
4. Know how to milk a cow.
5. Make at least two milk tests.
6. Know how to tie ten knots, hitches, or splices used in handling dairy cattle.
7. Repair at least one piece of equipment used on a dairy farm.
8. Give in detail a feeding program for calf for six months.
9. Tell how to dehorn a calf with caustic.
10. Work out two jobs, plans, and perform them.
11. Make an estimated budget on the calf for six months.

Senior Dairyman

1. Own one cow and three head of young stock (four head).
2. Keep records on dairy stock.
3. Make some major dairy equipment by himself or have it made under his supervision.
4. Raise two acres of feed.
5. Break heifer to milk.
6. Make up a balanced ration for dairy cows in S. R. V. from feeds he uses.
7. Keep three months' daily milk record.
8. Doctor dairy stock for at least two diseases or pests.
9. Meet the requirements of *Junior Dairyman*.
10. Have 10 dairy jobs worked out completely.
11. Make an estimated budget on owned stock for one year.

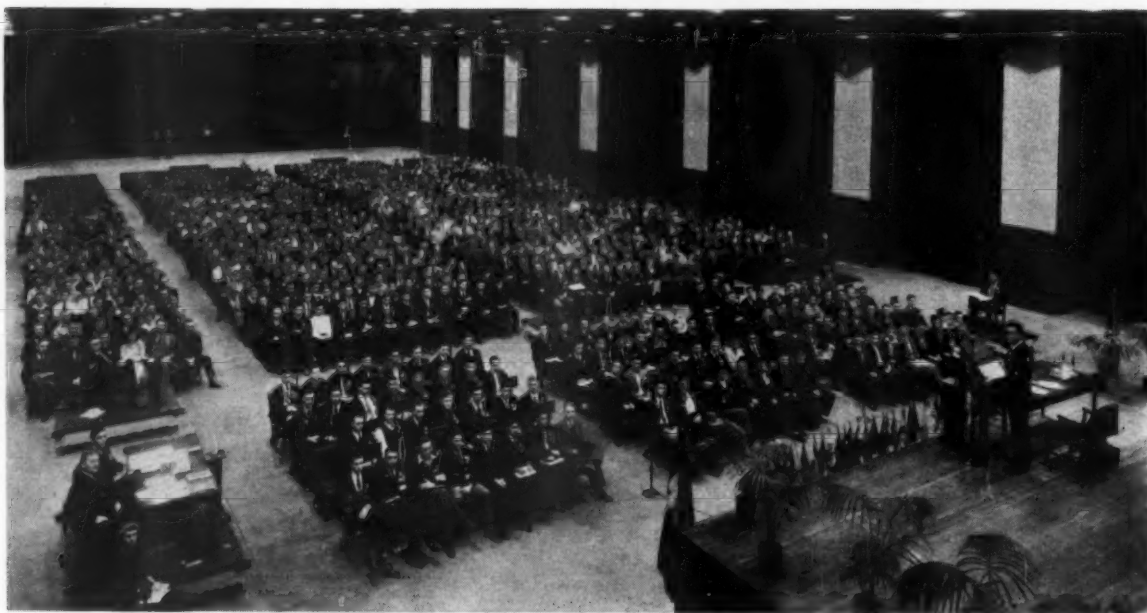
Dairy Farmer

1. Own five cows and three head of young stock or equivalent.
2. Keep one year's record on dairy.
3. Raise five acres of feed.
4. Work out a balanced ration for cows according to a system of feeding.
5. Keep a daily milk record for six months.
6. Have 15 dairy jobs (or related jobs) worked out, and perform 10 of them.
7. Study local markets for dairy products and write 500-word report on the best way to market products owned.
8. Make complete plans for a herd of 20 dairy cows—land, equipment, crops, yield, and income.
9. Meet the requirements for *Senior Dairyman*.
10. Carry at least two other junior awards, one of which must be a crop.

Master Farmer

1. Meet the requirements of at least one farmer award and two senior awards.
2. Have both crop and livestock enterprises.
3. Actually be farming, or in partnership on a practical farm basis.
4. Make up a crop rotation for 80 acres for the type of farming to be followed, for the enterprises being carried on. Give kind and number of head of livestock. List machinery requirements.

1941 F. F. A. National Convention



Gold Emblem Winners in the National Chapter Contest*

Hanford, California

DEVELOPING home-farming programs that fit their community, and carrying out a widely diversified program of co-operative activities and public service, brought the Hanford, California, chapter a "Gold Emblem" award.

Particular stress was laid on Jersey cattle and other dairy breeds, hogs, alfalfa, poultry, and crops common to the Kings County district. Each boy had from five to 10 different productive enterprises in operation during the year, in addition to many home-improvement activities.

Considerable pride was taken in the county Jersey cattle club, started by Hanford members in 1936 with five head of registered stock, and now the largest boy-owned Jersey cattle association in the nation, according to the breed association headquarters.

More than 500 head of dairy cows in the community are tested each month for butterfat. More than 100 animals were exhibited by members of the organization at the state and county fairs, including five carloads of dairy cattle sent to the state fair and winning dairy sweepstakes for the chapter for the fourth consecutive year from 1937 to 1940 inclusive.

Of the livestock owned by the chapter members, 95 percent are purebred and a large percent registered or eligible for registry.

Co-operative activities include organization of the Jersey association, operation of poultry, wild-life and dairy-purchasing co-operatives; operating purebred bull and boar associations, sale of blankets made from project-produced

wool, cotton-seed purchasing agency, and many others.

Group finances are possible thru another co-operative which last year paid off \$7,000 in loans and negotiated \$5,500 in new credit. The co-operative has paid off more than \$50,000 in loans in recent years, with no loss to lenders and only a \$50 loss to the chapter.

A leading community service activity was the manufacture of 325 toys by boys in the agricultural mechanics shop, distributed free to needy youngsters at Christmas time. The chapter also distributed food baskets, and conducted a predatory animal campaign with the backing of the county government, which netted 10,500 rodents and predators.

Among leadership accomplishments were a "Star Farmer" for the Pacific region in 1940, state champion public speaker, and a full quota of "State Farmers" and "American Farmers."

Chapter members had an average labor income of \$378 last year, with an average investment of \$878, and co-operative earnings of more than \$300. Hanford chapter ranked in the "Silver Emblem" group for 1939-40, and this year advanced to the highest possible attainments for the more than 7,000 chapters in the nation.

Norman, Oklahoma

Participation of virtually every chapter member in a multitude of co-operative activities designed to improve home-farming conditions and make for better community living characterizes the Norman, Oklahoma, chapter.

The 55 chapter members had 308 productive enterprises among them—an average of more than five per member, in addition to 10 home-improvement proj-

ects per member. Sixty-two percent of the members secured registered dairy animals and breeding stock.

Thirty breeding heifers and sires were sold to adults in the community as a means of spreading good blood lines. Only tested animals were purchased by members, and all of the boys tested home dairy herds, kept production and cost records, and used only purebred sires.

High-quality eggs were produced, as indicated by the fact that 8,000 dozen were sold by members and parents to hatcheries, and 245 cockerels were sold for breeding purposes.

In their beef-cattle projects, 82 percent of the members living on farms adapted to beef-cattle raising made arrangements to obtain registered foundation animals. Eighty-seven percent of the members had swine projects, with every one of the registered sows bred to purebred males.

Co-operative activities included farm surveys, financing chapter projects, selling poultry, purchasing feed, purchasing high-producing dairy stock, securing seed, landscaping the school grounds, sponsoring judging contests, and other means.

In community service boys helped secure good foundation stock for neighbors, pruned 23 orchards and vineyards, made blood tests on poultry flocks, hatched quail eggs for the state fish and game commission, aided needy families, ran 13 fertilizer plot tests, ran terrace lines on 23 farms, made soil tests, and tested seeds.

The chapter earned more than \$650 thru group activities for chapter purposes. Source of the funds included prize money for a float in a homecoming parade, putting up exhibits at fairs, opossum hunt, box supper, selling insect collections, hatching poultry, and other means.

The average labor income for the individual members was \$283, while the average investment per member in farming was \$800.

Two-thirds of the members were in the

*Stories on these pages were provided by Mr. George Couper of California and Mr. Sherman Dickinson of Missouri.

upper half of their class in scholarship. The Norman chapter has been organized for six years.

Salem, Oregon

The 60 members in the Salem, Oregon, chapter average more than 20 acres in their home-farming programs, while the average farm in Marion County is only 58 tillable acres. Eighty-seven percent of the members had long-time farming programs in operation—not merely feeding projects. These included poultry, dairy cattle, swine, sheep, corn, grain, truck crops, legumes, potatoes, orchards, and small fruits.

Co-operative activities included the purchase of 26 head of outstanding dairy animals, buying and distributing 2,100 pounds of livestock minerals and 4,500 pounds of calf meal at considerable saving, operation of a chapter incubator, buying and distributing 7,000 vegetable and flower plants and 3,800 windbreak and hedge seedlings.

In community service the Salem chapter provided food for needy families at Thanksgiving and Christmas, assisted in establishing new crops in the district, eradicated more than 2,000 predatory animals, and provided greenhouse and nursery facilities for growing shrubs for community betterment.

Most chapter members took part in public speaking, parliamentary procedure contests, judging, and agricultural-mechanics shop contests, debating, glee club, and band.

The chapter created its own working capital of \$350 by operating its incubator, greenhouse, concession at the State Grange convention, and in other ways. The average labor income per individual was around \$300, with average investment in farming enterprises about \$500.

Hamilton, Missouri

Co-operative activities, particularly in livestock, helped bring the Hamilton, Missouri, chapter the top-ranking award. As one of the many group activities, the chapter borrowed \$1,000 from the bank and bought during the summer more than 100 ewe lambs for resale to entering freshmen. The chapter had the second largest exhibit and the champion carlot for the second consecutive year at the June lamb show at Kansas City.

Other means in which the boys pooled their resources were in purchasing seeds, mineral for livestock, fertilizer, livestock, trees, and medicinal supplies; in arranging bus transportation to the thirteenth national convention; and in caring for the school yard and city park.

The boys helped the Rotary Club with a birdhouse contest which brought 17 entries. They conducted 21 hybrid-seed plots, made lists of available seed and stock for farmers, promoted conservation of wild life, built a portable vat and dipped 4,000 sheep, vaccinated 275 hogs for farmers, and helped the local chamber of commerce in decorating Hamilton for Christmas week.

The chapter believes in teaching every member leadership, and the parliamentary procedure team placed first in the district and state contests. One senior member won a scholarship to the University of Missouri.

The chapter placed second among 10 schools in radio program presentation. Recreational activities included parties, basketball games, showing of motion pictures, visiting other chapters, and presenting skits before student and adult groups.

Individual chapter members averaged \$250 in project labor income during the year, with investments in agriculture averaging more than \$500.

F.F.A. and Supervised Farming

(Continued from page 109)

of the chapter's activities of the year. A list of members denotes the degree each boy holds. Most prominent of all the features is a chart of every boy's supervised farming program, indicating the scope of his enterprises and his labor return.

Future Farmer-sponsored, P. T. A. and evening-school programs, both in town and in rural schools, are popular in our community. Such features as demonstrations, talks, motion pictures, and film strips, including local subjects, inform the public and promote a co-operative spirit. The community looks up to the boys who carry on these meetings.

Degrees Are Strongest Drive

The opportunity for degree advancement provides the strongest single drive for the boy to develop a strong supervised farm practice program. During the first day or two of his high-school life, every freshman boy learns what vocational agriculture and the F.F.A. organization are. We give him a glimpse of the possibilities ahead, if he works hard enough to build a record of scholarship and leadership and a long-time farming program.

The boy pores over State Farmer candidates' briefs which are distributed at the state leadership conference each year. He sees what will be required of him in this business of doing at home what he learns at school. He discovers what has been done by other boys—boys whom he knows right here in school.

A trip to the state F.F.A. convention, or "leadership conference," as it is called, works the effect of a revival. At least five boys attend this meeting every year. They observe how other boys—the state officers and leaders—are progressing toward the top. Simultaneously, they begin to realize the price of such recognition, the most important of which is a good farming program, and to picture themselves in those places in a year or two.

Activity Score Card Stresses Farming Programs

Use of a chapter activity score card promotes considerable individual activity among the boys. Our score card awards points under every division of F.F.A. activity. Most prominent emphasis is placed on the point system's supervised farm practice division; indeed, it would be almost impossible to win the contest without a broad farming program. The supervised farm practice section follows:

1. For having at least two enterprises planned and completed per year—10.
2. For each enterprise over two completed—10.
3. For complete budgets and accurate records—each enterprise—10.
4. For each dollar profit on enterprises— $\frac{1}{2}$.
5. For planting certified seed—10.
6. For owning purebred animal—10.
7. For pupil labor income of \$100 or more—20.
8. For long-time program planned—20.
9. For each improved practice used—10.

New F.F.A. President



Irwin J. Schenck, Evansville, Indiana, national president of F.F.A. for 1941-42. Other student officers elected at the fourteenth annual convention include: Vice-Presidents Carl Fought, Lindsay, Ohio; Joseph Giacomini, Fortuna, California; George Sisk, Joiner, Arkansas; and LaRoy Duvall, Lamar, Missouri; and Student Secretary Pennewell Isaacs, Lincoln, Delaware.

High Teams in Judging

The high teams in the national contests for students of vocational agriculture held in connection with the national convention of the F.F.A. at Kansas City October 20 have been announced. In livestock judging the team composed of members from three different schools in North Dakota placed first. This team also placed first in sheep judging. In judging dairy cattle the team from Rexburg, Idaho, ranked highest. This team also placed second in judging Holsteins and third in judging Guernseys. The contest in meat identification and quality was won by the team from Sterling, Illinois. A team from three schools in Mississippi won in milk judging while the two-man team from Cuba, Illinois, placed first in poultry judging and grading.

Maltby Trophy

The Maltby Trophy for the highest combined score in livestock and dairy cattle judging went to California. Other states following were Illinois, Utah, Idaho, and Iowa.

I would that the rural youth of today could see agriculture as the great preserver of culture, and the earth as the mother of mankind.—O. E. Baker

10. For each home-improvement project—10.

Co-operative buying, an F.F.A. activity, aids many a boy with his enterprises. The members purchase baby chicks, certified seed potatoes, spray materials, and other articles at reduced prices. This procedure affords a saving, and the procuring of better stock and supplies—supplies which otherwise might not have been bought at all.

The itineraries of F.F.A. enterprise tours include visits to the boys with the broadest programs in each degree group. The boys see definite accomplishments by their neighbors and friends. They find that almost every other farmer has a good idea that could be used on their own farms.

All these activities lead to the growth of chapter spirit. The boys like to see their organization rank among the leaders. Thus, group action and individual effort complement each other.

The supervised farm practice section of the chapter's program of work listed such objectives as these:

1. Ninety percent of boys to take continuation enterprises
2. Have average labor income of at least \$100 per boy
3. Each member to learn at least four farm skills
4. Fifty percent of boys to own enterprises
5. Each member to carry out at least eight improved farm practices
6. All members to have a long-time farming program in operation
7. Have an average of three enterprises per boy
8. Fifty percent of boys to exhibit products at local fair
9. At least 40 percent of members to maintain a farm shop on their home farm
10. Chapter sponsor a conservation program for soil, wildlife, and forests.

Methods Bring Results

Do these F.F.A. methods actually result in the improvement of supervised farm practice? We think they do:

In 1935-36 the average number of productive enterprise projects per boy in the department was 1.8. The average labor return was \$89.89.

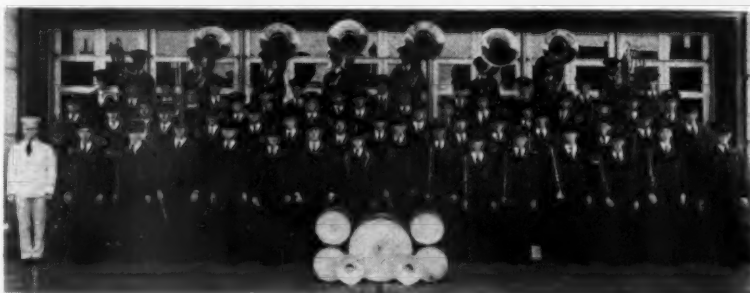
This had increased in 1938-39 to 3.8 enterprises and \$154.21 per boy.

During the last year the boys have carried 4.8 productive enterprise projects each. When the records are completed we expect the labor return to run over \$290 per boy. Actual records for the year before showed \$200.04.

New Bulletin on Adult Classes

Adult Evening Classes in Vocational Agriculture is a new fifty-five page bulletin published by Purdue University as Vocational Division Bulletin No. 6, written by Professor K. W. Kilts of the Division of Education and Applied Psychology. In preparing this bulletin as a teacher aid, Mr. Kilts has drawn on actual experience of Indiana teachers and published research in the field. The organization is such that it may be used as a handbook or a check list by teachers as they proceed to organize, promote, conduct, and follow up adult classes.

Michigan Official F. F. A. Band 1941



Duane Munter—Star American Farmer, 1941

OFFICIAL recognition as one of the outstanding young swine breeders in the United States helped Duane Munter, 18, Coleridge, Nebraska, to win the title of "Star American Farmer," most-coveted award in the Future Farmers of America national organization, as a feature of the 14th National F.F.A. convention.

Young Munter was the only breeder of Duroc-Jersey swine in the United States that had three sows in the 10 high with best single-litter records in the 1940 production registry; and in March 1941 a sow, "Grandmaster's Pride," topped the nation in production.

Swine raising is only one of Duane's activities. He took vocational agriculture at the Randolph, Nebraska, high school from 1937 thru 1940, borrowing money from his father and from the local bank to start his hog enterprise. Profits from this foundation helped develop later projects in corn, barley, baby chicks, potatoes, soybeans and sorghum; while a loan from the bank established him in purebred Angus beef cattle with a registered bull and two heifers.

Duane Munter and his father have worked out an efficient plan for use of the home farm. The son's sows farrow about March 1 and the father's about April 1, making best use of buildings and equipment. Duane pays his father for all pasture rent and horse labor. His farming programs while in school brought him a labor income of more than \$5,500.

A busy home-farming program did not prevent ample other activities. Munter was successively secretary, vice-president, and president of his local chapter; reporter for the state association's "F.F.A. News," and district vice-president.

In high school, Duane was an outstanding player on and captain of the baseball team, vice-president of the sophomore class, and treasurer of the junior class.

Convention Highlights

SCOPE of the national organization as reported at Kansas City: Membership in the organization was 241,024. . . . There are 7325 chartered chapters in the 7826 departments of vocational agriculture in the U. S. and insular possessions with an enrollment of 332,925. . . . 250,000 members is set as our national goal for 1942. Thirty-five states had exhibits in

College Education

(Continued from page 113)

- a. The boys in the vocational department
 - b. The people in the community
 - c. Agencies that sell and rent land such as managers of estates, real estate dealers, and others
 - d. Banks, loan agencies, and rehabilitation services, such as the Farm Security Administration, the Production Credit Association, and the local representative of the Federal Reserve Bank.
2. Know how prospective boys may be financed, and help them make the proper contacts with loan institutions and agencies.
 3. Continue as advisor of the boys' supervised farming programs thru the part-time and evening schools and thru community work.
 4. Know boys, and recommend only those who will make good in order to have the necessary influence in helping them to get land and to influence operating expenses.
- If graduates from vocational agriculture are to secure a college education and stay on the farm they should finance that college education out of their long-time supervised farming program.
- If their parents are able to educate them they should carry on their supervised farming program while they are securing a college education in order that they will never lose contact with farm life and will actually be set up in farming when they graduate. I believe that this will partly solve the problem of keeping college graduates on the farm, as well as those who never secure a college education. If our vocational program is to succeed it is important that we establish young men in farming, those who go to college as well as those who do not. The long-time supervised farming program, when carried to a successful conclusion, will do the job if rightly planned and supervised.

the Little Theater. . . . The F.F.A. camp opened June 1, 1941, closed September 1, 1941, with 500 boys from 17 states using the camp. . . . It will reopen May 1942. . . . E. D. Tyler, former president of the F.F.A., is in charge of the camp. Honorary American Farmer degrees were awarded to Herman Harper, Jens Svinth, Paul Zillman, and E. F. Foreman, advisers of 1941 Gold Medal chapters; and to six other men prominent in promotion of F.F.A. activities.—A.P.D.

